

SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS		
Alabama Science Standards – Biology Core: Grades 9 – 12		
Lesson	Standard	Descriptor
1	1	Select appropriate laboratory glassware, balances, time measuring equipment, and optical instruments to conduct an experiment. <ul style="list-style-type: none"> • Describing the steps of the scientific method • Comparing controls, dependent variables, and independent variables • Identifying safe laboratory procedures when handling chemicals and using Bunsen burners and laboratory glassware • Using appropriate SI units for measuring length, volume, and mass
2, 3	2	Describe cell processes necessary for achieving homeostasis, including active and passive transport, osmosis, diffusion, exocytosis, and endocytosis.
4	8	Identify the structure and function of DNA, RNA, and protein. <ul style="list-style-type: none"> • Explaining relationships among DNA, genes, and chromosomes • Listing significant contributions of biotechnology to society, including agricultural and medical practices • Relating normal patterns of genetic inheritance to genetic variation • Relating ways chance, mutagens, and genetic engineering increase diversity • Relating genetic disorders and disease to patterns of genetic inheritance
Alabama Science Standards – Human Anatomy and Physiology Elective Core: High School		
2, 4	8	Identify structures of the nervous system. <ul style="list-style-type: none"> • Explaining differences in the function of the peripheral nervous system and the central nervous system • Labeling parts of sensory organs, including the eye, ear, tongue, and skin receptors • Recognizing diseases and disorders of the nervous system
Alabama Mathematics Standards – Algebra I		
Lesson	Standard	Descriptor
1	7	Solve multistep equations and inequalities including linear, radical, absolute value, and literal equations. <ul style="list-style-type: none"> • Modeling real-world problems by developing and solving equations and inequalities, including those involving direct and inverse variation
Pre-lesson, 1, 2, 3	12	Compare various methods of data reporting, including scatterplots, stem-and-leaf plots, histograms, box-and-whisker plots, and line graphs, to make inferences or predictions.

Alabama English Language Arts Standards: Grades 9 & 10		
Grade 9		
Lesson	Standard	Descriptor
All lessons	3	Read with comprehension a variety of ninth-grade informational and functional reading materials, including recognizing tone and propaganda. <ul style="list-style-type: none"> • Organizing steps of a process and other sequences • Identifying organizational structure • Recognizing fallacies in logic • Following complex written directions
All lessons	7	Write in narrative, expository, and persuasive modes using figurative language and imagery, including simile and metaphor, when effective and appropriate. <ul style="list-style-type: none"> • Using an abbreviated writing process to write an essay in timed and untimed situations • Using verbals to increase sentence complexity • Using a variety of patterns to organize information in multi-paragraph writings • Developing an effective voice suitable for audience and purpose • Using a variety of sentence patterns • Using active voice and passive voice when appropriate
All lessons	13	Demonstrate paraphrasing, quoting, and summarizing of primary and secondary sources and various methods of note taking
All lessons	17	Use supporting details to present a position and to respond to an argument.
Grade 10		
All lessons	1	Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts. <ul style="list-style-type: none"> • Using context clues to determine meaning • Identifying sequences to enhance understanding • Summarizing passages to share main ideas or events
All lessons	3	Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause; inferring cause when passage provides effect; making inferences, decisions, and predictions from tables, charts, and other text features; and identifying the outcome or product of a set of directions. <ul style="list-style-type: none"> • Following complex or embedded directions • Distinguishing author's opinion from factual statements • Determining main idea and supporting details in informational and functional reading materials • Summarizing passages of informational and functional reading materials

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		<ul style="list-style-type: none"> Determining sequence of events
All lessons	7	<p>Write in persuasive, expository, and narrative modes using an abbreviated writing process in timed and untimed situations.</p> <ul style="list-style-type: none"> Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language Using a variety of sentence patterns Evaluating opinions, including personal opinions, for supporting details and bias Using active and passive voice when appropriate
All lessons	8	<p>Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening and an effective conclusion.</p> <ul style="list-style-type: none"> Developing an effective voice suitable for audience and purpose
All lessons	9	Apply principles of Standard English by adjusting vocabulary and style for the occasion.
Alabama Health Education Standards: Grades 9 – 12		
Lesson	Standard	Descriptor
4	1	Determine a variety of health services provided by school and community health professionals.
3, 5	2	Identify positive health activities that influence and support others to work cooperatively for healthy communities.
5	4	Differentiate between positive and negative health messages portrayed in the media.
3, 5	7	Analyze factors that affect community health.
4, 5	11	Analyze the relationship of dimensions of health and wellness such as emotional, mental (intellectual), physical, social, environmental, and spiritual.
3	12	Apply decision-making strategies to improve personal health goals.
1, 3, 4, 5	14	Assess the impact of positive and negative personal health behaviors on the functioning of body systems.
1, 3, 4, 5	16	Propose potential solutions to health concerns.
1, 3, 4, 5	21	Explain the consequences of health behaviors that are harmful to self or others.
4	22	Determine symptoms, methods of prevention, and strategies for controlling communicable infestations, diseases, and infections.
4	23	Explain methods of treating and managing chronic health problems.